



Livingston Parish Public Schools
Technology Plan
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Livingston Parish Public Schools

Technology Plan

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Executive Summary

The Livingston Parish Public School District is the 6th largest school district in Louisiana and is one of the fastest growing School Districts in the state of Louisiana. There are currently 43 schools sites with a new school planned to open each year for the next 2 years. There is a facility in Walker that is a cooperative learning environment between the Livingston Parish Public School System and Southeastern Louisiana University. This facility offers our high school students career and technical programs and offers the community a local site for our college students to continue their education.

Community expectations, support and funding are essential for instructional technology to be successful in a k12 environment. Three areas in the school district environment must be supported: Infrastructure, Technical Support, and Instructional Support including Information Systems and reporting. Without all these areas functioning together, technology use will not be successful.

Infrastructure

Long term Infrastructure planning is difficult because technology and the demands for access to the resources those technologies provide are changing quickly as administrators, teachers, and students become more aware of the educational and career opportunities are available. Three years ago we upgraded bandwidth to our schools and to the Internet. The more bandwidth we provide, and the more reliable the network becomes, the more use we are finding by teachers and students. In July of 2007, we will begin running fiber to our largest schools/clusters. With our telecommunications contract we have been able to increase bandwidth to all locations as demands increase. The high speed infrastructure will allow us the flexibility to move toward greater use of video conferencing, video streaming (such as Discovery Education's United Streaming), VOIP, new and emerging e-learning opportunities and begin the process of server and application consolidation and be prepared for unknown demands.

Server and application consolidation will provide better functionality and savings. An example of this can be found in consolidation of 40 textbook and library databases into one centralized database making maintenance and inventory much more efficient and dramatically saving technical support time and money while providing students and teachers with a system wide library of resources. Our goal is to consolidate many more applications such as reading and math programs and provide web based student information systems. Time will tell if all that can be done with the current backbone hardware and bandwidth available.

Technical Support

Our goal is to provide the technical support the teachers and students need to make sure the technology resources are working and reliable. With over 7,000 computers and 5 computer technicians, our goal of fast turn around is not always met. Upgrading computers in the schools will help with technical support issues. There are more and more demands for wireless access in our schools and developing and maintaining a wireless infrastructure is one of our newer goals.

Our new plans will include more and more remote control, efficient automatic updates, and remote application distribution. This plan will include adding of technicians and specialist as technology demands increase.

Instructional Support

Instructional Support focuses on students, teachers, and classroom use of technology. Our primary focus at this time is professional development. We are working toward all district administrators and teachers becoming proficient. Currently we offer both Instructional Technology classes which focus on the integration of technology in teaching and learning. In addition, we provide workshops and onsite teacher support. This comes as the partnership between administrators, curriculum, Title 1, Special Education, etc., and the Instructional Technology Staff works toward the best use of all resources that impact student learning.

TECHNOLOGY OVERARCHING GOAL: ALL LIVINGSTON PARISH EDUCATORS AND LEARNERS WILL BENEFIT FROM TECHNOLOGY-RICH ENVIRONMENTS THAT SUPPORT STUDENT ACHIEVEMENT AND PRODUCE LIFE LONG LEARNERS ABLE TO SUCCEED IN AN INFORMATION SOCIETY.

**Statement of Beliefs
we believe:**

- ❖ The goal of our educational programs is to prepare students to become contributing members of society.
- ❖ Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- ❖ A safe and supportive learning environment promotes student achievement.
- ❖ The allocation of our resources is in alignment with our mission and goals which helps to maximize the opportunity for students to learn and experience success in school.
- ❖ Effective collaboration and communication with families as partners in the education of their children is essential to the success of our school system.
- ❖ Students need to not only develop a deep understanding of essential knowledge and skills, but also develop the capacity to apply their learning, to reason, solve problems, and produce quality work.
- ❖ The success of our school system depends on the commitment of all staff to high quality standards, expectations, and performances.
- ❖ The development of the curriculum, design of instructional activities, and the use of assessment measures are focused on providing learning opportunities and feedback systems to enable students to achieve success.
- ❖ Professional development is an integral part of our ongoing plan for continuous improvement.
- ❖ The commitment to continuous improvement is expected of all stakeholders of the school system to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, and global society.

Action Steps 1: *Strengthen Leadership*

Leaders at all levels will support systemic change through transformational leadership while monitoring effective use of instructional technology which supports standards-based school improvement efforts.

Current Status:

- 43 administrators and assistant administrators have attended Lead Tech and LELI.
- The district fully supports all state, regional, and local professional development initiatives.
- All educational administrators/leaders use email as a method of communication.
- 42 school principals voluntarily use Oncourse, a web based teacher lesson plan application, to monitor teacher lesson plans and to track benchmarks, standards and GLEs.
- All school administrators use PowerSchool to maintain student information and to communicate student progress to parents.
- The district provides SchoolMessenger for school administrators to use as a means of furthering communication between home and school. This program can call parents to report absentees as well as notify parents of emergencies and other school business.
- Teacher Observation forms contain a technology component.
- Superintendent, assistant superintendents, supervisors, specialists, and school administrators use technology regularly in their work and fully support technology integration.

Target year 2014:

Benchmarks	Strategies	Evaluation Strategy	Frequency	Timeline
<p>Educational administrators/leaders will facilitate and assess the integration of technology and curriculum in instruction.</p>	<ul style="list-style-type: none"> • Include an indicator that monitors and evaluates not only the use of classroom technology but curriculum integration with technology on required observation, evaluation or walk-through district forms. • Recommend implementation of technology-based applications for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping. • Continue to implement web-based lesson plans to communicate more effectively with students and parents and provide them with access to information relative to student learning and classroom activities administrators access to lesson plans for monitoring. 	<p>District/ School Technology Surveys</p>	<p>Annual</p>	<p>May</p>
<p>Educational administrators will become proficient according to state adopted standards.</p>	<ul style="list-style-type: none"> • Provide funding and technical support for leaders at all levels to participate in leadership conferences at state and national levels. • Encourage Technology Facilitator and Technology Leadership certification for technology coordinators and building level facilitators. 	<p>End of the year Grant Reports</p>	<p>Annual</p>	<p>June/July</p>
<p>All newly appointed administrators and leaders will be technology proficient and participate in ongoing professional development as provided by the Louisiana</p>	<ul style="list-style-type: none"> • Provide funding and technical support for leaders at all levels to enable participation in ongoing professional development activities such as, but not limited to: LELI, LEADTECH, TechTools for Administrators, Educational Leader Induction, and LA LEADS. 	<p>SEDL Technology Self Assessment Survey</p>	<p>Annual</p>	<p>May</p>

Department of Education.				
All educational administrators/leaders will provide opportunities for continuous professional development and systematic mentoring to support use of technology in teaching and learning.	<ul style="list-style-type: none"> Encourage Technology Facilitator and Technology Leadership certification for technology coordinators and building level facilitators. 	Enrollment Records in professional development initiatives	Annual	Spring, Summer, Fall
All educational administrators/leaders will routinely model appropriate use of technology resources to support administrative and instructional functions.	<ul style="list-style-type: none"> Provide training and support so all leaders at all levels model technology integration. Continue to provide administrators/leaders and teachers with an up-to-date computer, software and appropriate training to ensure its effective use on an established equipment rotation plan. Provide training and support for all leaders at all levels model technology integration. 	District and school-level monitoring of School Improvement plans as related to educational technology leadership	Annual	Spring
Educational administrators/leaders who design instructional budgets will provide for technology hardware, software licenses, connectivity, technical assistance, maintenance, digital content, and professional development.		Budget Reports	Annual	August-July
All educational administrators/leaders will use a variety of emerging technologies (i.e., e-mail, voice technologies, school intranet) to communicate	<ul style="list-style-type: none"> Establish and maintain district-wide systems of communication that support the effective use of electronic communication. Provide training, support, and means for school WebPages to include homework, weekly content focus of instruction, parent 			

with stakeholders.	resources to help support curriculum, student products, and other appropriate information.			
Educational administrators/leaders will include components of effective technology integration in the development of school improvement plans.	<ul style="list-style-type: none"> • Provide Administrators with ISTE Technology Standards for School Administrators to increase level of awareness of expectations. 			
Educational administrators/leaders will provide use innovative budget strategies to support the district technology program including infrastructure, technical support, equipment upgrades and professional development.	<ul style="list-style-type: none"> • Seek all possible alternative sources of funding through strategic partnering with IDEA, TITLE 1, TITLE2, EEF, other state and federal programs, district funds and other programs at the district/school level. 			
Educational administrators/leaders will support, evaluate, coordinate, and modify their district technology plans annually to maximize financial resources and to address "state of the art" curriculum standards.	<ul style="list-style-type: none"> • Conduct a technology needs assessment or use school technology surveys and SEDL assessment for each school and establish an ongoing plan for technology professional development for leaders/aspiring leaders. 			

Evaluation Strategies and Timeline:

Strategies to Strengthen Leadership:

- Establish and maintain district-wide systems of communication that support the effective use of electronic communication.
- Provide funding and technical support for leaders at all levels to enable participation in ongoing professional development activities such as, but not limited to: LELI, LEADTECH, TechTools for Administrators, Educational Leader Induction, and LA LEADS.
- Provide funding and technical support for leaders at all levels to participate in leadership conferences at state and national levels.
- Continue to provide administrators/leaders and teachers with an up-to-date computer, software and appropriate training to ensure its effective use on an established equipment rotation plan.
- Conduct a technology needs assessment or use school technology surveys and assessment for each school and establish an ongoing plan for technology professional development for leaders/aspiring leaders.
- Include an indicator that monitors and evaluates not only the use of classroom technology but curriculum integration with technology on required observation, evaluation or walk-through district forms.
- Recommend implementation of technology-based applications for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping.
- Continue to implement web-based lesson plans to communicate more effectively with students and parents and provide them with access to information relative to student learning and classroom activities administrators access to lesson plans for monitoring.
- Provide training and support so all leaders at all levels model technology integration.
- Include technology proficiency as a hiring component for new teachers and administrators and the school and district level
- Provide training, support, and means for school WebPages to include homework, weekly content focus of instruction, parent resources to help support curriculum, student products, and other appropriate information.
- Seek all possible alternative sources of funding through strategic partnering with IDEA, TITLE 1, TITLE2, EEF, other state and federal programs, district funds and other programs at the district/school level.
- Encourage Technology Facilitator and Technology Leadership certification for technology coordinators and building level facilitators.
- Provide Administrators with ISTE Technology Standards for School Administrators to increase level of awareness of expectations.

- **Action Step 2: Improve Teacher Training**

Teachers will participate in effective professional development to ensure that technology and other educational resources available in schools are being used to enhance student learning.

Current Status:

- The District Technology Department offers Professional development opportunities year round.
- Half of all classroom teachers have attended Technology Integration training consisting of 30 or more hours.
- 300+ teachers attend professional development activities during the summer.
- The district offers 30+ classes during the summer for teachers/administrators on technology application and integration.
- Technology Facilitators provide staff development in schools as requested/needed
- Online professional development is being offered through How to Master by Info Source with over 1000 courses including all Microsoft products, technology Integration for all grade levels and subject matter and Web 2.0 courses and the National Education Technology Standards.
- Any equipment distributed to teachers is accompanied by Professional Development.

Benchmarks, target year 2014:

1. 20% of Teachers will engage in professional development activities offered locally or through regional TLTCs that demonstrate how to integrate technology into the *Comprehensive Curriculum* or the locally adopted curriculum.
2. 20% of Teachers will engage in professional development that includes online and face-to-face, local and state developed professional development opportunities.
3. 20% of Teachers will participate in professional learning communities that facilitate the integration of technology into student learning.
4. 20% of Teachers will participate in ongoing professional development designed to facilitate the integration of technology into instruction and support the establishment of highly qualified teachers in Louisiana.
5. 100% of new teachers will participate in ongoing professional development designed to facilitate the integration of technology into instruction and support the establishment of highly qualified teachers in Louisiana.
6. 50% of Teachers will be proficient in the use of technology to enhance student learning by 2014.
7. 50% of Teachers will be trained in resources designed to allow students to safely and effectively conduct research using technology.
8. 100% of PK-12 teachers will receive instructional technology support on an on-going basis from a school/district technology facilitator so that there will be at least one half-time support person to support every site or every 20-30 teachers.

9. Appropriate support for the assessment, acquisition and implementation of Assistive Technology as outlined in the *LA Pupil Appraisal Handbook, Bulletin 1508* will be provided by at least one Assistive Technology Specialist and/or Augmentative Communication Specialist for each district.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
District/ School Technology Surveys	Annual	May
End of the year Grant Reports	Annual	June/July
SEDL Technology Self Assessment Survey	Annual	May
Enrollment Records in professional development initiatives	Annual	Spring, Summer, Fall
District Technology Plans associated with Erate	Annual	Fall

Strategies to Improve Teacher Training:

- Send regular email messages about sound educational websites, technology lesson plans and resources, and instructional tools.
- Provide access to various levels of technology lesson plans and instructional resources (beginner to advanced) within the school and district.
- Recommend a Technology Liaison serve as a member of the school improvement committee.
- Allocate sufficient funds and resources for professional development and technology support personnel.
- Provide opportunities for teachers to enhance their educational technology knowledge and skills by developing and providing access to professional development programs, funding stipends and substitutes, and providing travel assistance.
- Provide technical troubleshooting training for teachers.
- Use email as the official source of communication.
- Use web page as official source of district information
- Technology Staff will participate in Training by the Department of Technology
- Combine General Fund and EEF and E2T2 for training. Collaborate with Title 1, Title II and SPED on training needed for teachers.
- Provide training for new teachers in Technology Integration and UDL

- Provide summer training for all employees in all aspects of computer use and maintenance.
- Basic computer maintenance training will be required for teachers receiving new computers.
- All face to face professional development classes will contain a component covering security, Acceptable Use and Ethical use of Internet email and network resources
- Encourage school administrators to use teachers with high level technology skills to offer on campus training
- Encourage Leadership Training and for principals and administrators
- Provide on-going training for school level technology coordinators
- State and National Technology Standards will be posted on the LPPS web site
- Online training is open to all teachers and administrators and available 24/7. This training is available as prescriptive or non prescriptive training. Libraries include Digital Literacy (IC3 and all Microsoft products), Integration of Technology (by subject and grade level), National Educational Technology Standards (including internet safety), Web 2.0 Tools (blogs, wikis and interactive whiteboards), and Soft Skills for Administrator and Teachers (which includes communicating effectively through email). Date specific reports are available by course, participant or by school.
- All new teachers have the opportunity to attend training that focuses on using technology as an instructional tool and as an administrative tool. The face to face classes offered in the summer usually have 30-40 participants. This is about 20%.
- Each year about 80-100 (about 10%) teachers participate in face to face Technology Integration classes that are subject and grade level specific determined by textbook adoption.
- Each summer about 30 different face to face classes are offered on topics based on need, with about 200 (about 20%) of teachers participating.

Action Step 3: *Support E-Learning and Virtual Schools*

In the past five years there has been significant growth in organized online instruction (E-learning) and “virtual” schools, making it possible for students at all levels to receive high quality supplemental courses or full courses of instruction personalized to their needs. Traditional schools are turning to these services to expand opportunities and choices for students and professional development for teachers.

Current Status:

- All schools have Online Professional Development Courses.
- All curriculum strands have a Online Professional Development Course
- Some High school teachers use Blackboard/Moodle with their students.
- The district uses Blackboard/Moodle for all teachers participating in the LATAAP Program and for core content teachers collaborate on curriculum content.
- High schools participate in the Louisiana Virtual School as needed.

- Teachers and students participate in e-learning courses.

Benchmarks, Target Year, 2014:

1. The Louisiana virtual School (LVS) will continue to provide for the needs of both students and teachers through an array of curriculum and online staff development programs that support the educational goals of schools/districts.
2. The District/LEA will continue to provide for the needs of both students and teachers through an array of online curriculum and online staff development programs that support the educational goals of schools/districts.
3. All schools will to use Web based application programs to offer 24/7 Professional Development Opportunities for their teachers.
4. Teachers and students will have access to district based e-learning courses.
5. Teachers and students will have on-going access to university based e-learning courses.
6. 1% or less of Teachers and students will participate in video conferencing for credit courses
7. Classrooms across the district and the world will participate in combined classrooms for a course.
8. Teachers and students will have daily access to experts and learning adventures through virtual field trips.
9. High School students will participate in credit based e-learning courses.
10. The district will use Moodle for all teachers participating in the LATAAP or other new teacher program.
11. 1% or less of High school students will continue to participate in the Louisiana Virtual School as High School Re-design is implemented.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Enrollment Records in Moodle professional development opportunities	Annual	Spring, Summer, Fall
Enrollment Records in university courses	Annual	Spring, Summer, Fall
Enrollment records in Louisiana Virtual Schools.	Annual	Spring, Summer, Fall
Enrollment by teachers and students in online courses	Annual	Summer
Enrollment in video conferencing classes	Annual	summer
Carnegie Units and college credits awarded to students participating in classes		

Strategies to Support E-Learning and Virtual Schools:

1. District level training staff will create online courses to fit the needs of the schools in providing professional development opportunities.
2. District level funds will be used to support online learning.
3. District will facilitate e-learning opportunities that support goals and benchmarks provided by the state, district, and local levels
4. Collaborate with district policymakers to participate in state initiatives that provide e-learning experiences
5. Schools will be informed of all Louisiana Virtual school offerings and facilitate enrollments in appropriate offerings.
6. Schools will be informed of e-learning opportunities for high school students.
7. Provide after school access to technology as needed by students and staff.
8. District will provide access to video conferencing and e-learning as needed/requested/budgeted by teachers and students
9. Provide High School students with the opportunity to participate in one online course prior to graduation
10. Provide a robust infrastructure to support easy and fast access to online learning opportunities.
11. Provide training for teachers and administrators in effective uses of Blackboard and other web based applications that offer 24/7 learning and communications opportunities.

Action Step 4: Provide Improved Access and Technology Usage

Most public schools, colleges and universities now have access to high-speed, high-capacity hardware, software, and broadband communications. However, improved access, usage and integrated, interoperable data systems that are current and well-maintained could empower educators to transform teaching.

Current Status: See Appendix

- Nearly all classrooms have Internet Access
- All teachers, administrators, and support staff attended an Inservice on Internet Safety and responsibilities as parents, teachers, and members of the community to provide children with the information they need to safely use online resources. This included parts of the I-safe program.
- All schools have high speed Internet Access (See Appendix)
- 4:1 ratio of computers connected to the internet for student use with 70% running Windows XP.
- All computers labs, libraries and Administrative computers are on a 4 year rotation schedule (see attached)
- The focus of technology grant monies and EEF monies has been to target upgrading legacy equipment in the classroom and provide ongoing professional development in effective use of the technologies.
- Cellular phone service is being used by maintenance, transportation, technical support, administrators, and some teaching staff for security and to increase communications for support and administrative needs and concerns and to communicate with parents. Erate funds are used to help defray costs.
- Twenty-two schools have upgraded wiring plants as per current standards (See Appendix) with five schools being completed in this school year
- Twenty-nine schools have telephone key switches less than five years old with the remaining on an as needed as funded schedule with migration toward VOIP. Two schools have VOIP now.
- Moving toward single school wiring plant for voice and data.
- Telephone systems are being integrated with in-house maintained intercom systems to improve access and security.
- Fifteen schools have an IP camera security system while 2 other schools have Analog systems. The goal is to put IP cameras in schools as requested, needed and funded. Cameras help provide for a safe and secure learning environment.
- Seventeen schools have one or more wireless labs with five schools being totally overlaid with a wireless network planned for 61 more. This will enable wired or wireless access to resources appear seamless.
- Wireless LAN infrastructure is being upgraded for authentication and management of wireless access points to provide students with reliable secure access to resources using mobile labs and teachers using laptops for instruction.

- Switches are being purchased, upgraded, and replaced with general fund, erate budgets and Title I on an as needed as funded bases with cluster switches being upgraded to a gigabit as the budget allows. The current plan is a 5 year rotation.
- All employees have email access
- Content Filtering is being provided by Netspective with new content managers being reviewed in 06-07. CIPA requirements are reviewed annually and Internet Policy is being revised.
- Antivirus is provided to all desktops and servers using Symantecs Endpoint Protection
- All employees have network storage space
- Each school has a shared network space
- All students from grade 3 and up authenticate using individual logins and are provided user directories to store content. This is fully automated.
- Patches and applications are pushed out to schools using zenworks and login scripts
- Web based applications for Library, reading programs and a few others have been implemented but with increased bandwidth the goal is to move toward more and more web based applications
- MS Office Professional is purchased on every PC
- Software Licenses are purchased on a per class, as needed basis.
- LANSchool is being piloted in 10 labs to control the computer environment for students and keep students focused on curriculum.
- The district is CIPA compliant and has in place a Technology Acceptable Use Policy for students, faculty and staff. The AUP is part of every application package and is signed with the application. The policy will be reviewed annually and will address online safety, Fair Use, intellectual properties, and privacy issues as well as use of emerging technologies.

Benchmarks, Target Year 2014:

****By 2014 the school environment could be so different from today that the benchmarks below must be upgraded annually to reflect current need, technology, funding, and educational focus and opportunity.**

1. All instructional spaces, faculty offices, and administrative offices will have multimedia computers with printing access and Internet connectivity.
2. Every school and classroom will be part of a global community, interacting and sharing information.
3. Discovery, experimental, virtual learning will take the place of textbooks and desks in rows.
4. Every school will have broadband capabilities available to the end user for data management, online and technology based assessments, e-learning, and accessing high-quality digital content.
5. Every classroom will have large screen projection equipment.
6. All projectors, printers, copiers, cameras and any other IP enabled device will be connected to the network for management and usability.
7. Students, teachers and administrators will have access to computers and appropriate connectivity in all educational settings.
8. Every school will have a school-wide LAN connected to the internet with sufficient bandwidth to effectively use instructional resources available to improve teaching and learning.
9. Every school will have a wireless overlay network to provide connectivity for wireless devices to include VOIP and wireless computers and/or hand held devices for student use.
10. Every school will have a 1:1 student to computer ratio or a 1:1 student to some computer like device with multimedia, fully functioning, internet-enabled capabilities
11. Every student and teacher will have appropriate assistive/adaptive technology to address the unique needs of persons with special needs. These devices will give all students equal access in every way by uniquely addressing individual needs with current and emerging technologies.
12. One hundred percent of all instructional spaces will have a modern networked teacher computer, networked printer, large screen display, and access to notebook computers with wireless connections.
13. Teachers and students will have access to a variety of electronic resources such as digital and video cameras, scanners, graphing calculator, and science probes, virtual labs and other resources needed to address the needs of the students...
14. All computers in instructional spaces will have software packages including a productivity package, virus protection, image protection software, teacher management and software that will promote open-ended reasoning and higher-order thinking skills.
15. Classrooms will have sufficient electrical and data outlets, switches, routers and other network layer components necessary to access and effectively use all technologies. Managed wireless LANs will provide for anytime anyplace learning for all students on campus.

- 16. Every student, administrator, and teacher will receive high-quality technical support.
- 17. All network level equipment will have maintenance contracts to ensure uptime.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
District/ School Technology Surveys	Annual	May
End of the year Grant Reports	Annual	June/July
Network Documentation	Annual	Fall
AUP Documentation	Annual	Annual
Monitor bandwidth utilization by schools	Ongoing	Ongoing
Parish technology plan updates	Annual	Fall
Classroom observations by administration	Annual	Annual
Technology Proficiency Self -Assessment	Annual	Annual
Inventory	Ongoing	ongoing

Strategies to Encourage Improved Access and Technology Usage:

- Annually review and update a long-range technology plan that reflects needs of the 21st century to equip all districts/schools with technology necessary to support the teaching and learning process and instructional management needs.
- Participate in State Contract purchasing opportunities that support school systems.
- Participate in federal e-rate program to maximize the funds available for technology.
- Meet with schools to disseminate the Acceptable Use Policy, ethical use of online resources and internet safety. Have teachers review AUP and appropriate safe use of the Internet at the beginning of each school year.
- Train teachers to effectively monitor appropriate and safe use of the internet by students
- Hold an annual public awareness meeting to discuss CIPA requirements, Internet safety, and technology use in schools
- Use is exceeding capacity. Develop ways to improve performance and budget for necessary consulting time to upgrade capacity – software and hard ware
- Seek partners for funding/support for technology implementation.

- Because of new erate “2 in 5 years” rules, use general funds and e-rate dollars to upgrade switches and routers and servers in erate eligible schools that will be 5 years old. Take switches that are still working and transfer to schools as needed.
- Pursue or create courses to develop students as resources for technology support. Continue *High School Internship Program* which also helps provide technical support.
- Every teacher/ administrator will have a laptop computer and sufficient training for effective use.
- Provide *LeadTech* or *TechTools for Administrators* training for and issue laptops to these administrators and qualified teachers- General Fund/grants
- Provide technical infrastructure (equipment, connectivity, and personnel) to support the effective use of instructional technologies
- Develop and maintain staff to support the technical infrastructure. Add technical support personnel to reduce the number of schools per tech as need and funding allows.
- Continue to upgrade/maintain district’s schools and offices for a safe, up-to-date electrical and network wiring infrastructure to provide for current and emerging educational technology needs and opportunities.
- Implement plan to maintain an adequate network by upgrading network servers, switches, routers and other network components on a 5 year cycle.
- Update IOS on core switches at central office and at cluster sites and maintain support contract to improve connectivity, security, and access to resources.
- Provide content filtering for internet use, spam filtering, and anti-virus.
- Provide, support, and facilitate electronic communication throughout the district so that teachers, administrators, board members, and special groups are able to utilize e-mail fully.
- Provide full time school level technology facilitator to assist teachers with troubleshooting, technology maintenance, usage, and integration techniques.
- Upgrade all computers that are running old operating systems.
- Provide centralized patch management for security.
- Provide centralized desktop management for support and ease of upgrade and migration.
- Install deepfreeze or similar product on all student computers.
- Automate the management of teacher and student user accounts and user directories.
- Provide sufficient voice and data services to facilitate and enhance communications between school staff, parents, students and other education state holders.
- Provide fast on-demand wireless communications by school district personnel for eligible uses. Provide busses and schools with the necessary quantity of wireless communications devices for effective communication and emergency uses.
- Upgrade computers on a four-six year cycle. Because of budget constraints, labs and libraries are on an upgrade schedule. Classrooms will be upgraded as funds are available.

- Implement a centralized document and forms management system with MFD (Multi Function Device for print, scan copy and fax)
- Implement real-time inventory management of software and hardware to track switches, routers, servers which can be compared to centralized system. Identify all switches purchased by erate funds with a sticker.
- Upgrade schools as budget allows so that all schools have a single wiring plant for voice, video, and data. IP Telephony, and IP Video will be completely integrated
- Provide automated centralized backup for all servers.
- New construction will have single wiring plan Cat5e+ or current best practice.
- Continue upgrade of school data and electrical. Leverage with erate, grant and district funds.
- Provide every school with some wireless connectivity to the network and have wireless computers for student use.
- Combine e-rate and General fund to purchase needed wireless access points in each eligible school to connect temporary buildings as needed. Implement wireless security using ACS authentication, and put at least one AP in the library of high schools for teachers with laptops